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ABSTRACT

The inservice learning module described here covers the principles and processes of classroom interaction and the effect of teacher behavior on student learning. The intent of the module is to illustrate, through examples of actual classroom practice, concepts and principles of positive teacher student interaction. Information is provided in this descriptive report on the purposes, content, activities, and resources involved in use of the module. A critique of the program and ordering information are also included.
(JD)

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ED167563

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Title: CLASSROOM INTERACTION

Publication Date(s): 1973

Intended Users: Inservice and preservice teachers, administrators, and supervisors interested in studying aspects of classroom interaction and its effect on student learning

Grade Level(s): Elementary, middle, secondary school

Number: Individual or group

Primary Focus: The intent of this program is to illustrate, through examples of actual classroom practice, concepts and principles of positive teacher-student interaction.

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School subject(s) and/or inservice topic(s) covered:

Inservice topics covered in this program are the principles and processes of classroom interaction and the effect of teacher behavior on student learning. Four teacher-initiated processes are covered: the use of student ideas; lesson organization, praise and corrective feedback, and questioning.

What participant does in using the materials:

No specific method of study has been outlined by the developers of this program. However, a workshop or small group seem to be the most appropriate settings for use of these materials. The principle learning activity involved is viewing four 16mm films. As these lend themselves very well to group discussion, it seems logical that discussion would follow viewing. Instructor's Manuals are provided with each film; these give introductions which would be of great help in clarifying the films' underlying concepts.

Resources:

The program includes four 16mm, black and white films which range in running time from eight to 21 minutes. An Instructor's Manual (each about 40 pages) accompanies each film. Other than a 16mm film projector and screen, no outside resources are needed for program implementation. An instructor will be needed to establish course structure, lead discussion, and to make organizational arrangements for group meetings.

Describer critique: This series has much to offer in the way of illustrating the basic, perhaps traditional principles that underlie a teacher's interaction with his/her students. The quality of the films themselves is not recommendable, as they are kinescopes, i.e., motion picture transfers from videotapes. Also, at first viewing, they appear non-directional, even confused. But if the films are used in conjunction with the transcripts, which document the processes of interaction as they occur, a sound method emerges and purposes become clear.

M71

student involvement - teacher:student interaction - (TS)
lesson planning - (TS) questioning - (TS) student learning -
(TS) presenting information

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1.0 PURPOSES:

Rationale

This series has been designed, in the words of the developer, to "illustrate concepts or principles of importance in teaching." Specifically, its purpose is to help the user "interpret and understand certain aspects of classroom interaction." The developers have identified four such aspects; they are listed below:

Using Student Ideas - this stresses "the value of having students express, discuss, and respond to ideas put forth by other students."

Lesson Organization - this illustrates and extends the principle: "When a teacher is perceived as a good organizer of the learning environment, it is likely that there will be an increase in student achievement and that students will develop a more positive attitude about the class and the competency of the teacher."

Questioning - this explores questioning as "a means by which a teacher stimulates thinking--the means with which she elicits higher order mental processes such as critical judgment . . ."

Praise and Corrective Feedback - this discusses the positive uses of praise as encouraging responsiveness and success in students, and the uses of corrective feedback as a way of modifying and channeling students' incorrect responses.

Goals and Objectives

There are no specific goals or objectives made by the developer. It is, however, apparent that their intention is to inform users of the concepts underlying classroom interaction, and to provide users with practical means of implementing these in the classroom.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The program package includes four 16mm black and white films and four Instructor's Manuals with corresponding titles:

Using Student Ideas: film, 8 minutes; manual, 32 pages.

"Indirect teacher behavior acknowledging and using student responses."
Techniques and strategies include: simple acknowledgement; reinforcement; restatement; summarization; application; comparison.

Lesson Organization: film, 21 minutes; manual, 37 pages.

"Characteristics of well-organized teaching behavior, as they occur sequentially in lesson presentation." Techniques and strategies include: specification of objectives; review; task orientation; signal of transition; emphasis; clarity of explanation; comprehension check; personal organization; summary.

Praise and Corrective Feedback: film, 14 minutes; manual 46 pages.

"Circumstances and types of teacher praise and modifying responses."
Subtopics include: cueing and prompting; giving directions; mainstreaming responses; probing.

Questioning: film, 17 minutes; manual 37 pages.

"Lower-order and higher-order questioning and different types of student responses." Subtopics include: memory; translation; interpretation; application; analysis; synthesis; evaluation

Sequence

The developer does not state that the films in the series need to be viewed in the sequence established in the promotional brochure.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The principle learning activity involved in the use of these materials is viewing four films. Presumably this would take place in a group situation, with an introduction and post-viewing discussion. The describer suggests that two viewings of each film might prove valuable: one viewing without input from the instructor; a second viewing after the instructor has established and explained the concepts which are illustrated, as they may not be immediately apparent to viewers. Course structure and additional activities (such as readings from the bibliography provided in each manual) will be determined by individual users.

3.2 Help given in use of product:

An Instructor's Manual is provided with each of the four films. While these do not suggest the precise structure of the program, they supply introductions to the material, transcripts of the films with content notations, and bibliographies.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each of the four manuals provided in the product contain a section called "Summary of Field Testing."

The pretests and posttests which were used in field testing the program are listed, and answers are provided. These tests could be used by the program instructor as a means of evaluating users' understanding and application of the material content.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

It is difficult to establish how much time will be needed to successfully complete this program. The films are relatively short--ranging in length from eight to 21 minutes. Discussion time will be determined by the course instructor, and may take from 30 minutes per film to a few hours. Organizational arrangements are also flexible--the course may take shape after a determination of the needs of its users. The only equipment needs for program implementation are a 16mm film projector and screen.

5.2 Distributor name/address:

National Resource and Dissemination Center
Department E76
University of South Florida
Tampa, Florida 33602
(813) 974-2875

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CLASSROOM INTERACTION Total (includes four films and four <u>Instructor's Manuals</u>):	\$306.00	\$60/5 days	one set	yes
"Using Student Ideas"	60.00	\$15/5 days	one	yes
"Lesson Organization"	110.00	\$15/5 days	one	yes
"Praise and Corrective Feedback"	90.00	\$15/5 days	one	yes
"Questioning"	100.00	\$15/5 days	one	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The development team is listed in the Instructor's Manuals as follows:

- David Berliner, Director
- Leonard Beckum
- Susan Heathers
- Lisa Hunter
- Mary Ann Hunter
- Deborah Walton

Project Advisors were:

- Walter R. Berg
 - N.A. Flanders
 - N.L. Gage
- Video Director: Richard Murison

6.2 How developed and when:

According to the information supplied in the Instructor's Manuals, this series was "developed by the Far West Laboratory for Educational Research and Development and the Stanford Center for Research and Development in Teaching, under Contract No. OEG O-70-4037 (725), U.S. Office of Education." The material was published in 1973.

6.3 Evidence of effectiveness with users:

A section of each of the Manuals is devoted to a summary and analysis of the field testing conducted with the product. The tests themselves are included, with answer keys. Results are given from surveys taken at both large and small colleges (preservice users). An example of the question asked of users and their answers is listed below:

	<u>Yes</u>	<u>No</u>
"Did the tape illustrate the points and concepts the instructor talked about?"	32	1
"Are you satisfied you have learned what the tape can teach you?"	27	4
"Would you want to see this tape again?"	8	23
"Will the knowledge of the concept conveyed by this tape alter your teaching performance?"	19	10

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The content material is well-structured and clear in its purposes. The films, taken with additional input from group discussion and pre/posttests, should adequately enable users to come to a full understanding of the principles of classroom interaction.

The program is appropriate for study by a variety of users; it is adaptable to different grade levels and disciplines.

While the film quality itself is not very good in any of the four films, their content is still valuable. The Instructor's Manuals are printed clearly; are well organized and easy to use.

Content accuracy/social fairness/community acceptance issues:

Some of the films in the series have representation by minority and ethnic groups, and some do not. There appear to be no intentional biases, but perhaps more care could have been taken in editing. One of the films focuses on a discussion of Huckleberry Finn, and the teacher refers to Jim, the slave, as a "Nigger." While this is of course the term Twain used, mention of the word may shock or disturb some viewers.

Overall summary/comment:

Despite some technical disadvantages with the films in this series, the program does bring to issue some vital points regarding the classroom teacher's interaction with her/his students, and the effect of teacher behavior on student learning. The program is well-integrated. The Manual reinforces the material presented in the film. The flash words on the screen (and written alongside the transcript), which identify processes between teacher and student as they occur, are particularly valuable in linking concept with application. The series would certainly be of interest to those wishing to better understand the theory and practice behind successful classroom interaction.

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